DOCUMENT RESUME

ED 253 279 JC 850 049

AUTHOR Bogart, Quentin J.
TITLE Four Structures for Marketing in the American Public Community College.
PUB DATE Apr 84
NOTE 24p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Community Colleges; Comparative Analysis; *Institutional Advancement; Models; *School Community Relationship; *Student Recruitment; Two Year Colleges
IDENTIFIERS Coastline Community College CA; *Educational Marketing; Metropolitan Community College District MO; Prince Georges Community College MD; Triton College IL

ABSTRACT

Prepared for college officials considering the development of marketing programs, this paper examines the distinctive marketing practices for four geographically separated, public community college districts: Coastline Community College (CCC), California; Metropolitan Community College District (MCCD), Missouri; Triton College (TC), Illinois; and Prince George's Community College District (PGCCD), Maryland. Introductory comments trace the emergence of educational marketing in the community college, define "marketing," and briefly describe the process. The next sections discuss the four marketing structures represented by the institutions: (1) CCC's Central Administration Dominated Structure, which uses the chief administrative officials of the college as its marketing group with the college president as the marketing leader; (2) MCCD's Marketing Committee Dominated Structure, which places much of the responsibility for planning and implementation in the hands of marketing committees at the individual college or campus level; (3) TC's Marketing Division Dominated Structure, which devotes an entire division of the institution, staffed with a cadre of trained professionals, to the marketing enterprise; and (4) PGCC's Student Services Dominated Structure, in which the Dean of Student Affairs is charged with organizing and leading a collegewide marketing program. Each of these sections includes a description of the college, an organizational chart showing the place of the marketing efforts within the institutional structure, and an enumeration of the responsibilities of the personnel involved. Finally, the main advantages and disadvantages of the four structures are reviewed. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED253279

FOUR STRUCTURES FOR MARKETING IN THE AMERICAN PUBLIC COMMUNITY COLLEGE

Quentin J. Bogart, Ph.D.
Associate Professor
Higher and Adult Education
Arizona State University

Paper presented at the 64th Annual Convention of the
American Association of Community and Junior Colleges
April 1-4, 1984
Washington, D. C.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Q. J. Bogart

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 850 049

FOUR STRUCTURES FOR MARKETING IN THE AMERICAN PUBLIC COMMUNITY COLLEGE

By Quentin J. Bogart, Ph.D.

Since the early 1970's American public higher education has faced a "tight" money market. The period has been marked by leveling and dropping enrollments, escalating inflation, and a dramatic loss in prestige in the public eye.

For the first time many colleges and universities, public and private, were required to think in terms of accountability, nongrowth maintenance and retrenchment. But the early 70's also brought some new, positive concepts to higher and adult education. Lifelong learning, colleges without walls, community-based education, mastery learning, and education as a marketplace were all new or redeveloped concepts introduced during the decade.

Near the end of the '70's and even into the early '80's, rampant, unmanaged inflation formed an unwholesome alliance with insidious recession to wreak havoc on the entire public sector--not only catching up public education, but social, commercial and financial agencies as well. The costs of education skyrocketed, legislatures caught in the "tightest" of economic squeezes sharply curtailed state funding to public higher education and the number of full-time students decreased markedly.

In the summer of 1980, an interesting debate was **presented** in the pages of Change Magazine.[1] Writing under the blanket topic, "**Preparing** for the '80's," the Ford Foundation's Fred Crossland championed the thesis of retrenchment for higher education, while ACE's Carol Frances called for a marketing approach to gain support and students for our nation's colleges and universities. To say that either

---

[1] Crossland, Fred E. and Carol Frances, "Preparing for the 1980's: Learning to Cope with a Downward Slope; Apocalyptic vs. Strategic Planning," Change Magazine, Vol. 12, No. 5, July/August 1980, pp. 18-19.

point of view was "the right" one is an oversimplification of the dilemma. However, what Frances did was underscore an important concept--that marketing practices, both formal and informal, were in place or being put in place by a significant segment of American higher education--the community college. Other elements of the higher and adult education enterprise were experimenting with it, but it was the community college that was beginning to embrace the concept of marketing with conviction.

Kotler, Johnson, Leach, Knight, Sigliano, Kiem, and others wrote about the advantages and told of the victories of educational marketing in the community college. However, even though many two-year institutions were employing activities associated with the marketing process, they or their constituents refused to accept, or failed to acknowledge, that they were actively involved in "marketing."

In early 1982, the writer, with the encouragement of the staff of the League for Innovation in the Community College, examined the marketing practices and structures of four geographically separated, public community college districts in the United States as a sabbatical leave researcher project. The selection of the four colleges was based on information about their marketing activities secured from community college leaders, the current literature on community college marketing practices, and each institution's marketing spokesperson. Upon completion of these case studies, the writer concluded that each of the community colleges examined had developed a distinct and different structure with which to carry out its marketing efforts.

It is the purpose of this presentation to discuss these four structures for marketing in the American public community college to provide a better understanding of what is currently being done in the field for those college officials

considering the development of such marketing programs, as well as others interested in structures for marketing in the post-secondary educational arena.

The four districts whose marketing structures are presented here includes Coastline Community College, a college without walls, Coast Community College District, Orange County, California; Metropolitan Community College District a multi-college district, Kansas City, Missouri; Triton College, a suburban Chicago, single campus community college district, River Grove, Illinois; and Prince George's Community College District, serving the eastern suburbs of Washington, D.C. at Largo, Maryland.

The four types of marketing structures identified were: (1) the Central Administration Dominated Structure (Coastline); (2) the Marketing Committee Dominated Structure (Metropolitan; (3) the Marketing Division Dominated Structure (Triton); and (4) the Student Services Dominated Structure (Prince George's).

Before continuing further, it is appropriate that the term, marketing, be defined and the process briefly described. Marketing, as applied to the community college, is best stated using the definition suggested by Philip Kotler in Marketing for Nonprofit Organizations[2] (Second Edition) as "the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives." One might carry this definition a step further by adding to it the achievement of related community educational objectives, as well. The process of marketing, as this writer examined it, includes four stages: (1) market research, (2) program/product development, (3) promotion, and (4) evaluation of the process. It was the purpose of this research, then, to study the structure used to carry out the process.

---

[2]Kotler, Philip, Marketing for Nonprofit Organizations. Englewood Cliffs, N.J.; Prentice-Hall, Inc., 1982 (Second Edition), p. 6.

In reviewing the four structures for marketing, it is helpful to be aware of some basic facts about, and the setting for, each institution studied.

Let's look first at Coastline Community College which represents the Central Administration Marketing Structure. Coastline was founded in 1976 as a third and nontraditional educational unit of Coast Community College District. This college without walls serves a student population of nearly 30,000, 98% of whom are part-time, using a visiting faculty of 800. Coastline offers its programs through five area educational centers and at numerous independent class sites and through an actively programmed educational television station which the College operates for the benefit of its Orange County, California constituents.

Because Coastline employs an extremely small number of full-time faculty and administrators, it is not difficult to understand why a Central Administration Dominated Marketing Structure exists there.

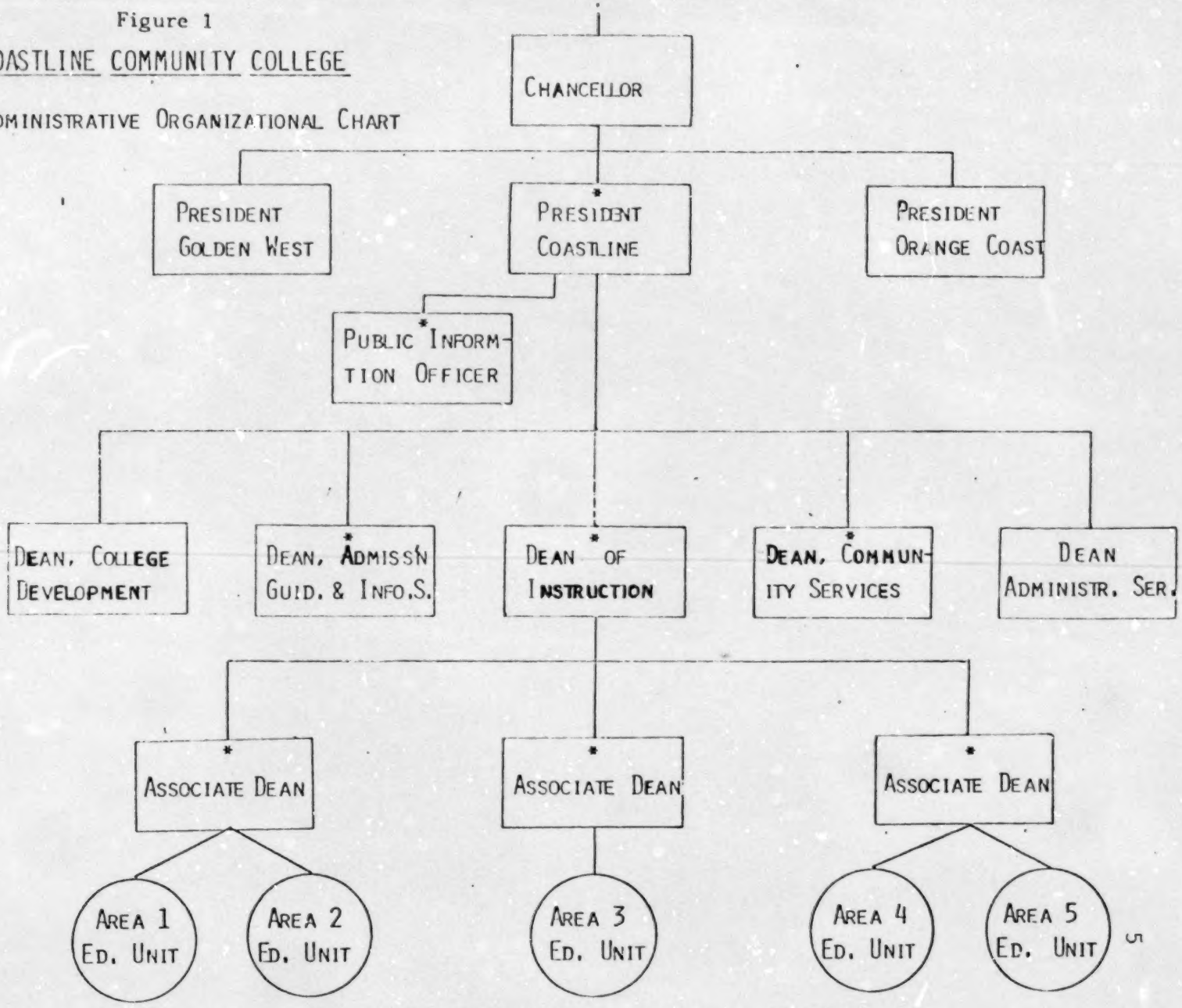
What are the characteristics of the Central Administration Dominated Structure? As its name implies, this structure uses the chief administrative officials of the College as its marketing group with the College President as the marketing leader. Studying the College's organizational chart (see Figure 1) one finds that seven administrators report to the President or Chief Executive Officer. Three of these, although active in marketing limited segments of Coastline's operation, such as the "Emeritus Institute" and video course tape sales, are not involved in planning and executing the total marketing effort of the institution. The Chief Fiscal Officer is included in this group.

Serving in a staff relationship to the President is the College's Public Information Officer. The person occupying this position is responsible for promoting Coastline's program in the media and for developing various publications which also promote the College and its program.

Figure 1

COASTLINE COMMUNITY COLLEGE

ADMINISTRATIVE ORGANIZATIONAL CHART



*DENOTES OFFICERS INVOLVED IN INSTITUTION-WIDE MARKETING EFFORT.

Three principal, second-level administrators support the President in marketing Coastline. Each is in a "line" rather than a "staff" relationship to the chief executive and all have the title of Dean. The Dean of Admissions, Guidance and Information Services not only handles scheduling of classes and the processing of student registrations, he is responsible also for carrying out an ongoing program of research related to market demands and market needs. Periodic research reports, providing a variety of information upon which marketing decisions can be based, flow from this office.

Holding an equivalent position in Coastline's organizational chart is the Dean of Community Services and College Activities. (The title has been altered recently to "Associate Dean" status). This position is charged with developing and implementing timely lectures, special programs, cultural performances, short courses and other such activities which support community concerns and interests. The third dean-level position is that of Dean of Instruction. It is the duty of the person holding this position to decide what courses will be offered. Reporting to, and in a "line" relationship to, the Dean of Instruction are three Associate Deans of Instruction, who oversee the activities carried out at Coastline's five area educational centers. These Associate Deans are not only in charge of the daily operation of the College's five mini-campuses, but they also serve as practical market researchers by reporting on student and community educational needs.

The three Deans--Admissions, Community Services, and Instruction, plus the three Associate Deans of Instruction and the Public Information Officer, meet periodically with the President and form an informal, but non-the-less operationally effective, marketing committee.

It should be noted that Coastline does not look upon itself as an institution practicing the principles of marketing. However, even though the term, marketing,

is not used at Coastline, the College is a classic example of marketing in the nonprofit sector in action! It is quite possible that if Coastline were a more traditional community college, its structure for marketing might be quite different.

An example of a structure designed for participatory marketing is that in place at Metropolitan Community College District in Kansas City, Missouri. Metropolitan represents a committee dominated structure for marketing.

Like a handful of urban two-year college districts around the country, the Kansas City Junior College District was established during the World War I era (1915). Over the nearly eight (8) decades of its service, the District registered modest enrollment growth and an acceptable balance of program offerings. The early 1960's ushered in a "golden age" for the public community college beginning with state-level enabling legislation which fostered the redevelopment of the two-year college into a network of comprehensive, student and community responsive institutions.

The Metropolitan District was born of this redevelopment--a merger by the voters of eight urban and suburban school districts in 1964. Five years after its establishment in 1969, Metropolitan was operating three, traditionally comprehensive two-year colleges: Maple Woods on the rural north, serving the growing northern suburbs; Longview, performing a similar function on the south; and Penn Valley, located in central city, providing new educational opportunities for urban and "inner city" citizens. One additional community service focused institution, Pioneer College, a "college without walls," was founded in 1976. Today Metropolitan's colleges offer instruction and other educationally related services to approximately 15,000 constituents in the Greater Kansas City, Missouri

region. About three-fifths of the students are part-time. Penn Valley Community College enrolls the largest number of students, 5,000 to 6,000 with Longview running a class second. Maple Woods registers about half the number of students as its two larger sister institutions, while Pioneer College enrolls a relatively small number--less than 1,000.

The District headquarters and Pioneer College share a central administrative facility located approximately a mile from the Penn Valley campus. Penn Valley Community College occupies a 25 acre campus of new, permanent buildings to house its comprehensive curriculum, while both Maple Woods and Longview Community Colleges are still developing--operating in a few permanent structures with continued and heavy reliance on their original "interim" facilities.

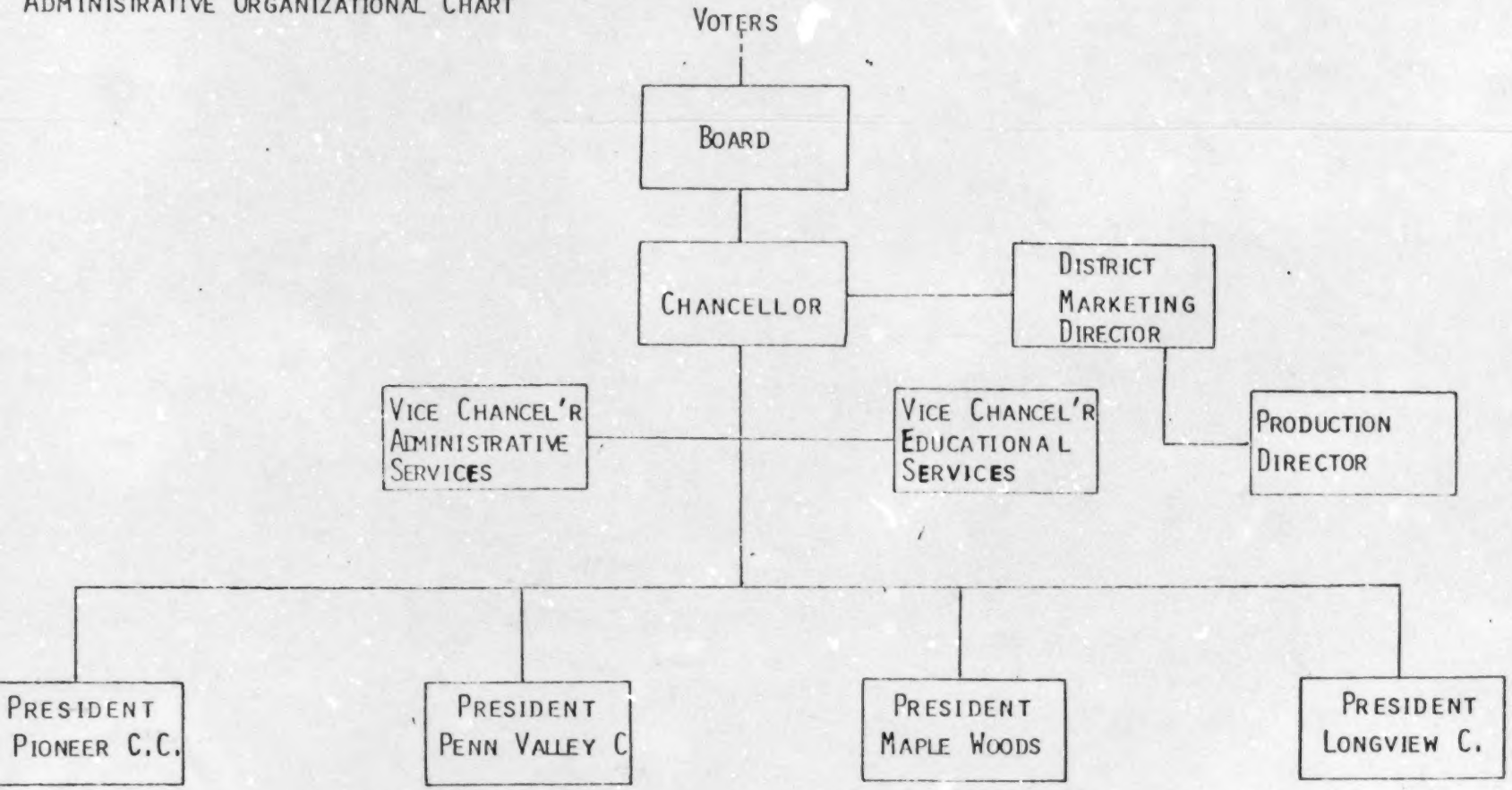
As in the case of Coastline Community College and the Coast Community College District, the Metropolitan Community Colleges are governed by a Board of Trustees, six in number, representing the public interest. The chief executive officer carries the title of Chancellor with four campus Presidents reporting directly to him as shown in Figure 2. Also, as members of the Chancellor's office hierarchy are two Vice Chancellors--one for administrative (fiscal) services and one for educational services. Another officer of the Chancellor's staff is the Director of Marketing/Student Development.

The Marketing Committee Dominated Structure places much of the responsibility for planning and implementation of the marketing program at the individual college or campus level. In the instance of Metropolitan, the District's chief marketing professional is the Director of Marketing/Student Development. (The Student Development portion of the title appears to have little, if any, relation to the marketing effort.) He, in turn, is supported by two media production professionals.

Figure 2

METROPOLITAN COMMUNITY COLLEGE DISTRICT

ADMINISTRATIVE ORGANIZATIONAL CHART



The marketing activities of the District are the basic responsibility of four marketing committees, one representing each college. These committees are made up of ten faculty and staff members appointed by the individual college Presidents. Added to this is an eleventh member--usually an administrator who chairs the committee. It is the marketing committee's responsibility to develop an annual marketing plan related to the individual college's goals, objectives, and current needs; and to see that the plan is executed according to its schedule throughout the year. A final committee responsibility is that of evaluating its efforts toward the achievement of the plan.

The Director of Marketing at Metropolitan coordinates, advises, and lends support where possible to each College committee's marketing activigies. He helps arrange for research and production efforts which support the various projects resulting from each committee's plan. Further, as presented in Figure 3, he chairs the District's marketing committee which is composed of two members from each of the four college marketing committees, the chair and one other, plus the Director of Production. The District's marketing committee, aside from helping coordinate the individual marketing plans, is charged with bringing them together to form the Metropolitan Community College District's overall marketing plan.

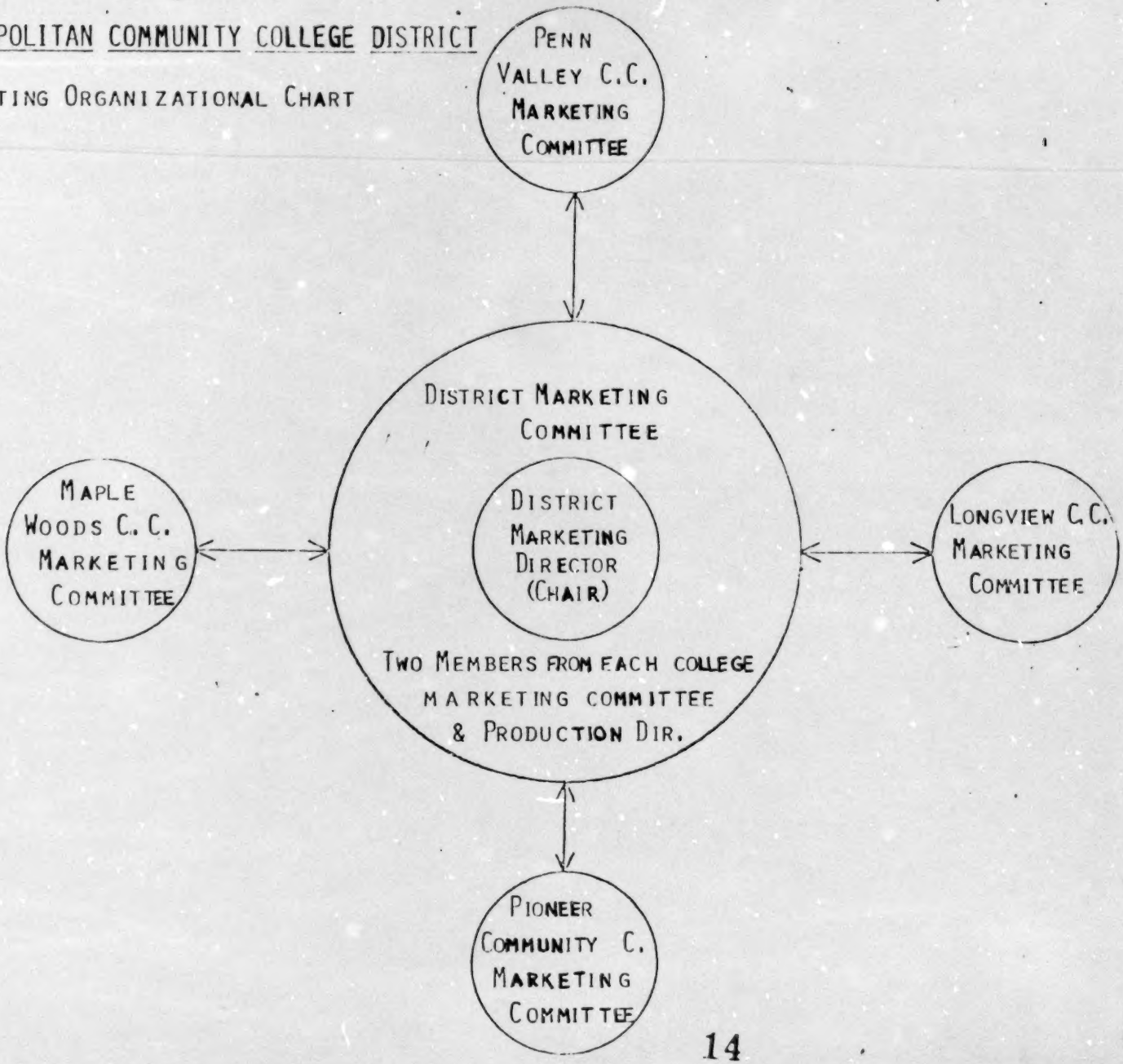
Perhaps the most commonly anticipated marketing structure in the community college is best typified by Triton College.

Triton was developed at the height of the community college explosion of the mid-1960's. Situated in the northwestern suburbs of Chicago at River Grove, Illinois, Triton grew up rapidly in a rather confined geographic region of light industry, warehouses, and residential communities immediately adjacent to O'Hare International Airport. The College occupies a carefully planned modern campus enrolling over 20,000 students, three-quarters of whom are part-time. Triton

Figure 3

METROPOLITAN COMMUNITY COLLEGE DISTRICT

MARKETING ORGANIZATIONAL CHART


PENN VALLEY C.C. MARKETING COMMITTEE
DISTRICT MARKETING COMMITTEE
DISTRICT MARKETING DIRECTOR (CHAIR)
TWO MEMBERS FROM EACH COLLEGE MARKETING COMMITTEE & PRODUCTION DIR.
MAPLE WOODS C.C. MARKETING COMMITTEE
LONGVIEW C.C. MARKETING COMMITTEE
PIONEER COMMUNITY C. MARKETING COMMITTEE

is "hemmed-in" on all sides by other community college districts. The area it serves is fully developed, allowing no room for additional population increases. Its enrollment, though large, is attracted to the College because of its diverse program selection and its close ties to providing support training for local industries and businesses and through its ability to encourage industrial associations like the Tool and Die Makers to headquarter on or near the campus. In many respects, Triton College is typical of the new technology generation comprehensive community colleges.

As noted earlier, Triton's marketing organization is what one might expect to find in the community college. Employing the Marketing Division Dominated Structure, the College devotes an entire division of the institution, staffed with a cadre of trained professionals.

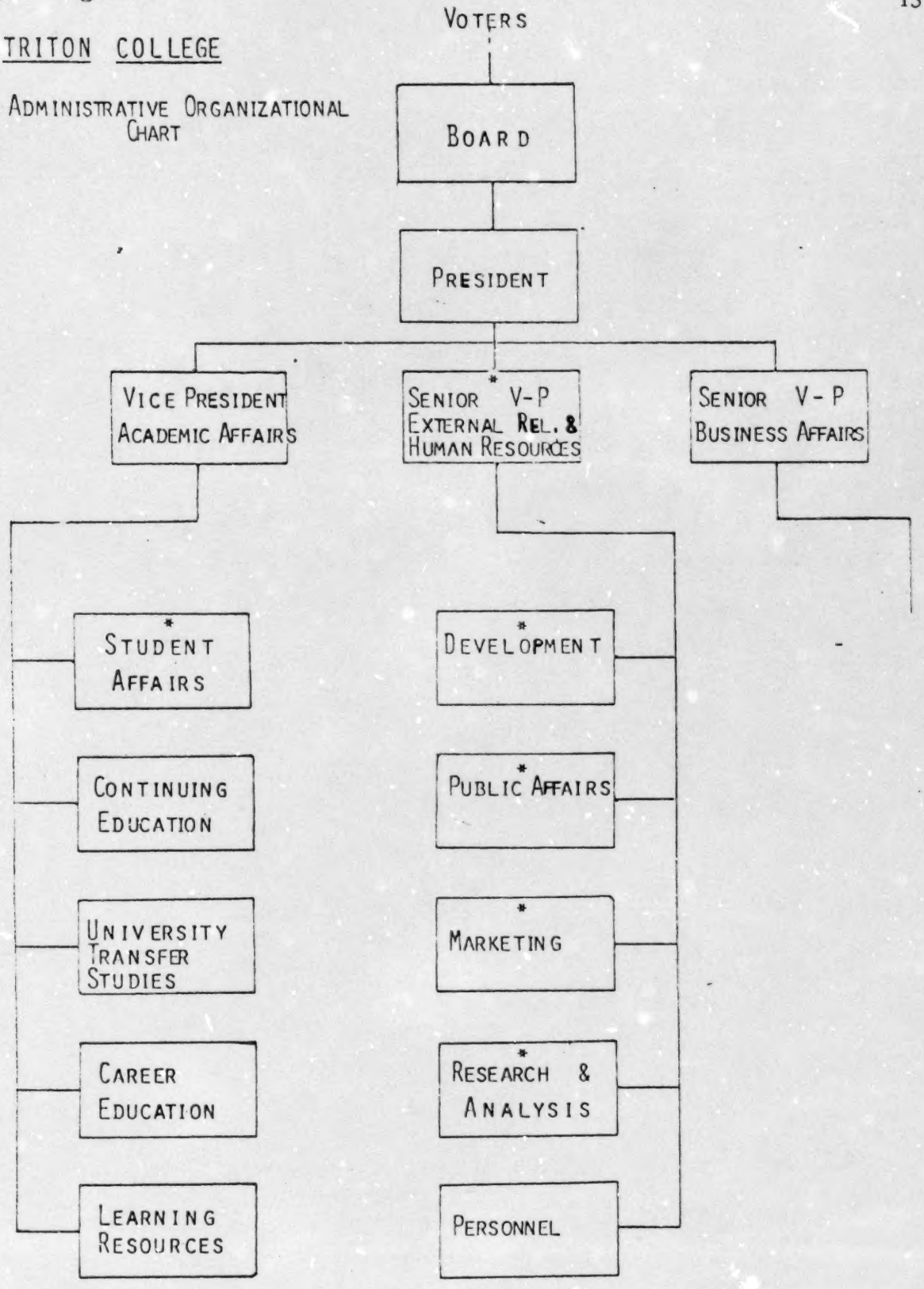
Reporting directly to Triton's board of publicly elected trustees is its President. Figure 4 reflects this line of authority. As the chief executive officer, he oversees the College's three principal divisions. Each is headed by a Vice-President--a Vice-President for Academic Affairs, a Senior Vice-President for Business Management, and a Senior Vice-President for Human Resources and External Affairs. Student services, university transfer studies, career education, and continuing education schools are lodged under the Division of Academic Affairs while Business Management carried out those functions related to fiscal affairs, maintenance, security, auxiliary services, and the College's computer information services.

The heart of the Triton marketing effort is concentrated under the Division of Human Resources and External Affairs with its offices of development (fund raising), public affairs, research and analysis, and marketing. Related to the marketing task, but responsible to the Division of Academic Affairs is the College's admissions office. Each of the aforementioned offices is staffed by one or more full time, experienced professional.

Figure 4

TRITON COLLEGE

ADMINISTRATIVE ORGANIZATIONAL CHART



*DENOTES PRINCIPAL MARKETING INVOLVEMENT

Providing strong advisory assistance to Triton's marketing program is a standing committee of the College--the Marketing Committee (see Figure 5). Chaired by the Senior Vice-President for Human Resources and External Affairs, this committee has relatively broad representation, including the Deans of the School of Transfer Studies, Career Education, Continuing Education, Student Affairs, Public Affairs, Research and Analysis, Development, and Marketing. The Vice-President for Academic Affairs also serves on the committee. Triton's President is a committed, supportive, and active participant in the College's marketing program.

The fourth community college marketing structure examined, the Student Services Dominated Structure, was represented by Prince George's Community College.

Located approximately 10 miles east of the nation's capitol in the suburban Largo/Landover, Maryland area, Prince George's is a single campus, comprehensive public community college. Founded in 1958, the College serves a medium socio-economic level residential and business community. Prince George's enrolls nearly 14,000 students annually. Of these, two-thirds are classified as part-time. The College's 700 faculty are split between 225 full-time instructors and 475 visiting staff. Prince George's broad instructional program offers its heterogeneous student body a wide range of educational options.

Governed by an eight member board of trustees, including student representation, the College is administered by a President and five Deans. Prince George's administrative organization is pictured in Figure 6. Three Deans supervise the instructional divisions of Career Education, Arts and Sciences, and Evening and Community Education. The two remaining Deans are the Dean of Business Affairs and the Dean of Student Affairs.

As the designation Student Services Dominated Structure implies, the Dean of Student Affairs is charged with organizing and leading Prince George's

Figure 5

TRITON COLLEGE

MARKETING COMMITTEE

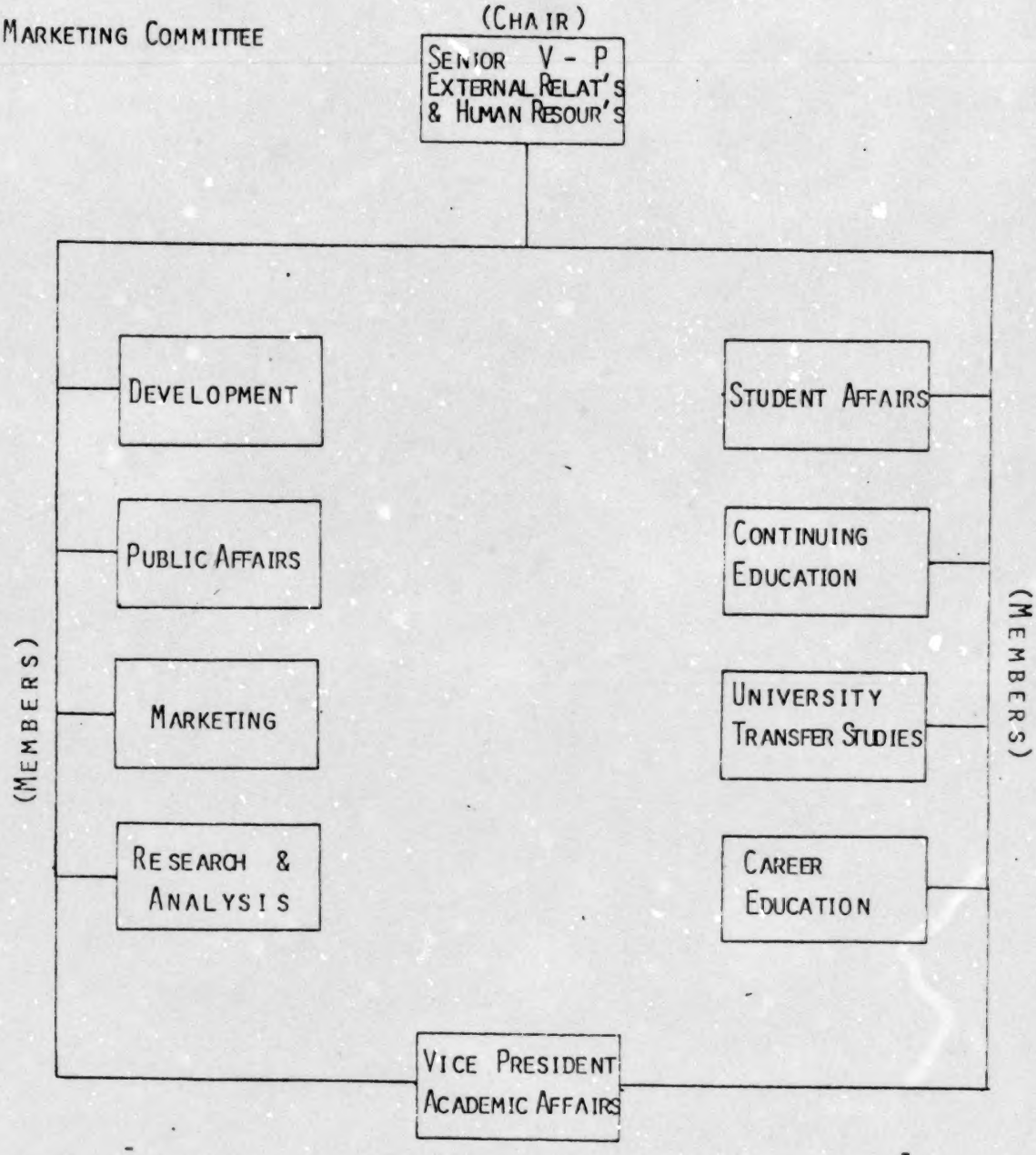
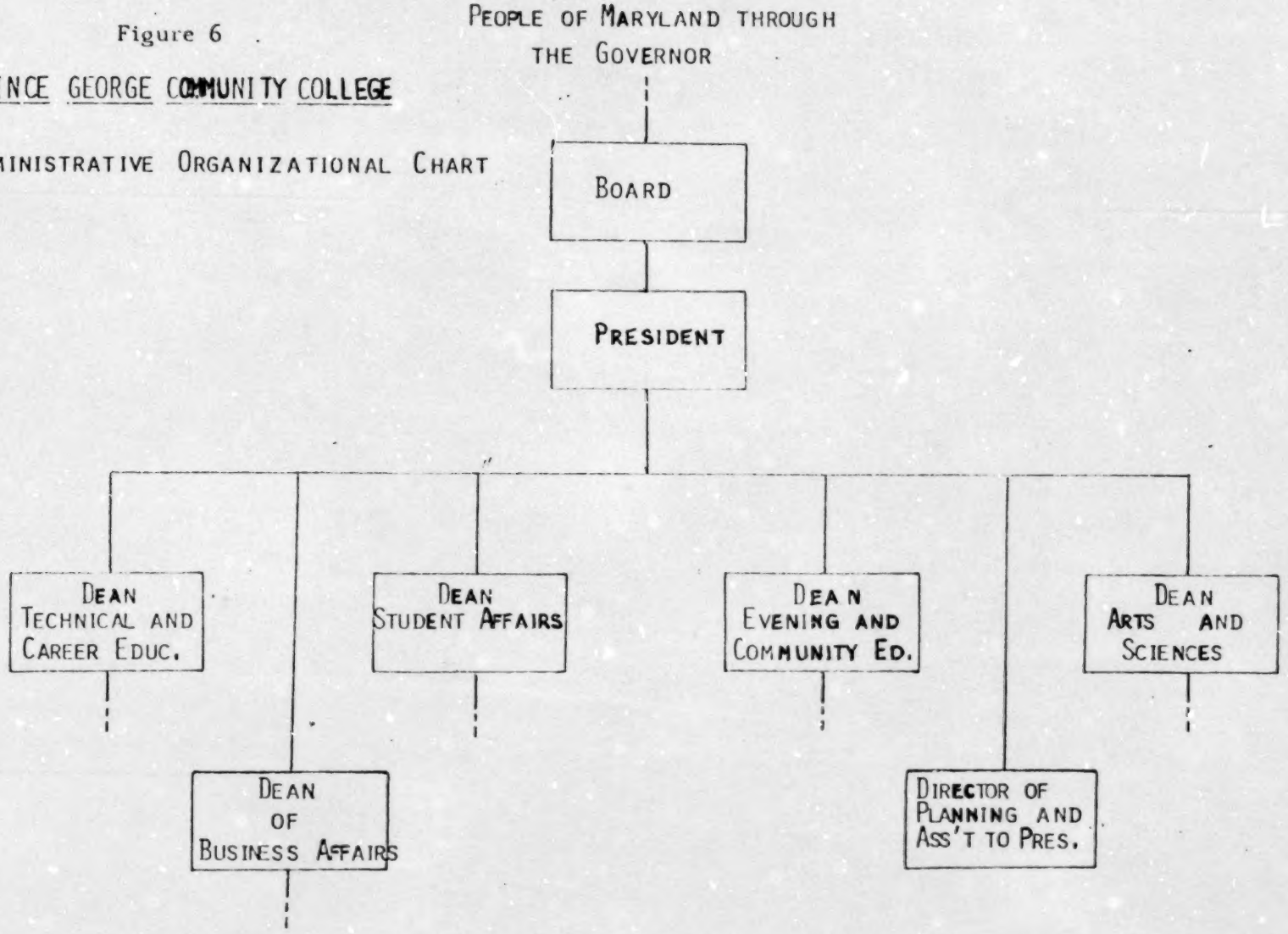


Figure 6

PRINCE GEORGE COMMUNITY COLLEGE

ADMINISTRATIVE ORGANIZATIONAL CHART


PEOPLE OF MARYLAND THROUGH THE GOVERNOR
BOARD
PRESIDENT
DEAN TECHNICAL AND CAREER EDUC.
DEAN STUDENT AFFAIRS
DEAN EVENING AND COMMUNITY ED.
DEAN ARTS AND SCIENCES
DEAN OF BUSINESS AFFAIRS
DIRECTOR OF PLANNING AND ASS'T TO PRES.

college-wide marketing program. The rationale for this arrangement stems from the fact that Admissions with its emphasis on student recruitment, and College Publications and Information, which emphasizes promotion and market research, are major functions under the immediate direction of this officer. A broad institutional commitment to marketing is fostered through the creation and activity of a Marketing Task Force whose principal function is to develop and implement the College's annual marketing plan. The Task Force, shown in Figure 7, is co-chaired by the Dean of Student Affairs and the Dean of Evening and Community Education. Membership is college-wide with key faculty, staff, and students actively involved in such marketing related activities as admissions, continuing education, student retention, and public relations.

These, then, are the four institutional marketing structures examined. Each is organized somewhat differently from the other. It would be impossible to label any one of these four structures as being more successful or effective than the others. Each institution has been recognized in its marketing effort in the literature and by leaders in the community college marketing field. However, one can point out some of the pros and cons of each structure.

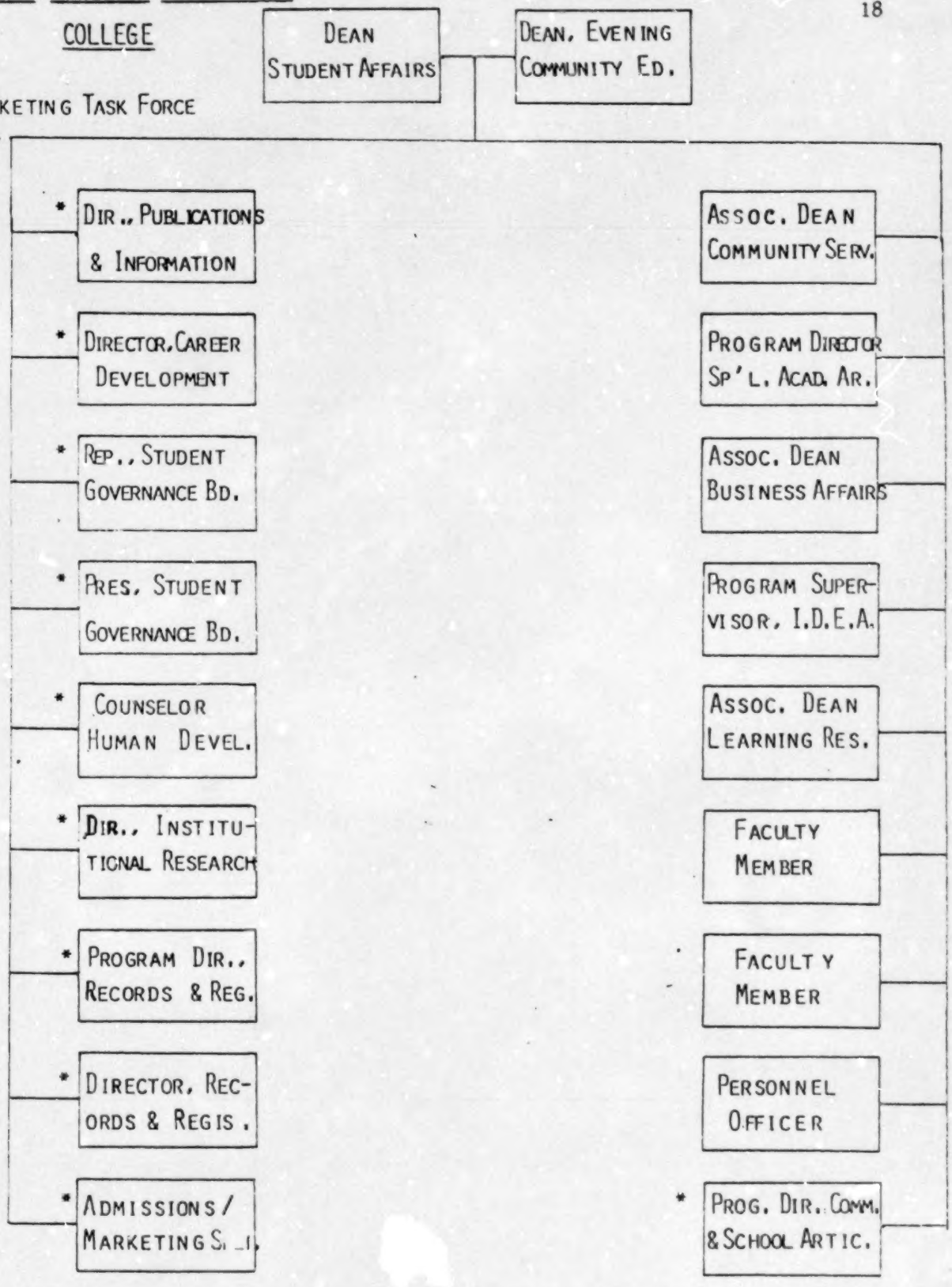
A major advantage of the Central Administration Marketing Structure is that it fosters broad administrative commitment to the marketing effort. Each officer is responsible for a specific part of the marketing activity. Because Coastline has so few full-time administrators and faculty, almost everyone is involved in shaping the marketing program. Perhaps its chief drawback is that each member of the structure has other nonmarketing responsibilities competing for his/her time. Also, this structure assumes some professional marketing skills are possessed by those persons holding administrative appointments.

Figure 7

PRINCE GEORGE'S COMMUNITY COLLEGE

MARKETING TASK FORCE

(CO-CHAIRS)


DEAN STUDENT AFFAIRS
DEAN, EVENING COMMUNITY ED.
* DIR., PUBLICATIONS & INFORMATION
* DIRECTOR, CAREER DEVELOPMENT
* REP., STUDENT GOVERNANCE BD.
* PRES., STUDENT GOVERNANCE BD.
* COUNSELOR HUMAN DEVEL.
* DIR., INSTITUTIONAL RESEARCH
* PROGRAM DIR., RECORDS & REG.
* DIRECTOR, RECORDS & REGIS.
* ADMISSIONS / MARKETING S...
ASSOC. DEAN COMMUNITY SERV.
PROGRAM DIRECTOR SP'L. ACAD. AR.
ASSOC. DEAN BUSINESS AFFAIRS
PROGRAM SUPERVISOR, I.D.E.A.
ASSOC. DEAN LEARNING RES.
FACULTY MEMBER
FACULTY MEMBER
PERSONNEL OFFICER
* PROG. DIR. COMM. & SCHOOL ARTIC.

* DENOTES PRIMARY RELATIONSHIP TO DIVISION OF STUDENT SERVICES

The Marketing Committee Dominated Structure shares similar strengths and weaknesses of the Central Administration Dominated Structure except that broad representation on each committee practically assumes widespread commitment to the marketing activities at the "grass roots" operational level. Conversely, its weakness lies in the fact that the principal assignment of each committee member is teaching or some other activity which is generally not considered to be directly marketing related. Marketing plans and the resulting projects are usually realistic and positive when developed under a committee structure. At the same time, levels of marketing expertise are limited in a committee. The make-up of the committee and the understanding and skills represented probably will determine, in large measure, the committee's success in its marketing activities.

The Marketing Division Dominated Structure tends to provide an effective balance between the use of experienced professional marketers in the day-to-day marketing activities coupled with the broad participation of professional educators through their advisory efforts in the marketing committee. A real strength of this structure appears to be the concentration of expertise in executing the institution's marketing plan. On the other hand, having a team of marketing experts does not guarantee the broad commitment on the part of all elements within the institution which the literature reports to be essential for the continuing success of a marketing program. Also, changes in institutional leadership can suddenly reallocate those resources dedicated to marketing dealing a critical, if not fatal, blow to the program. Even so, there is much to favor the Marketing Division Dominated Structure.

The Student Services Dominated Structure is another practical way of organizing for marketing. Many of the regular activities of this division are aimed at gaining

and retaining students--both natural goals of a marketing program. Institutional and student records and the accompanying research activity which support so well the marketing process are often assigned as a responsibility of this division. One drawback of this structure is, again, the matter of institutional commitment to the marketing program carried out principally by one division. Of course, the marketing task force or committee is one way to broaden the participation in the marketing effort. Another problem lies in the degree of interest, skill, and commitment of the person designated as the institution's marketing leader. In the case examined in this research, the individual so charged was extremely talented and well organized for achieving the tasks required but, given another individual in another situation, the result might be disastrous.

In sum, the effectiveness of the marketing program well may depend on two conditions: (1) the ability of institutional leadership to modify its existing organizational structure to take full advantage of the marketing related strengths of current members of the staff while adding the needed expertise of marketing professionals and (2) its ability to gain broad commitment from the institution's internal publics from the trustees to the faculty and students to the need for and importance of marketing.

The structures presented here have been tried and represent legitimate organizational forms through which the institution's marketing programs can be effectively executed.

The more closely one follows the practice of marketing in the community college today, the more convinced one becomes that the consistent application of sound market planning and practices using a suitable marketing structure can make a real difference in gaining the support--both in terms of dollars and students--which America's comprehensive community college must have if it is to survive as an institution in this critical era of high technology serving the public good for the benefit of an enriched society!

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024
MAR 2 1985